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ABSTRACT

The testing of 32,000 students in Australia and New Zealand participating in The Australian Language Certificates (ALC) provided the opportunity to examine students' attitude and learning preferences when studying a language other than English. The ALC offered the opportunity to learn seven languages in a Languages Other Than English (LOTE) program: Chinese, French, German, Indonesian, Italian, Japanese, and Modern Greek. The research investigated the attitudes of beginning students and the association of attitude scores with test scores. The effects on the attitude score of gender, year level at school and language spoken at home were also explored. A teachers' questionnaire examined the priorities given to classroom practices. Comparisons between students' preferences and classroom practice are presented. Results indicated that males had a less positive attitude to language than females. Findings for year level were inconsistent. Students who spoke a language other than English at home had a more positive attitude than those who did not. The relationship between attitude and achievement score was not as strong as expected. Important differences existed between students' preference and teachers' teaching priorities. Student and teacher questionnaires are appended. (Contains 23 references.) (Author)

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ED 362 007

Motivation, test results, gender differences and foreign languages: How do they connect?

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The testing of 32 000 students in Australia and New Zealand participating in The Australian Language Certificates provided the opportunity to examine students' attitude and learning preferences when studying a language other than English. The research investigated the attitude of beginning students and the association of attitude scores with test scores. In addition the effects of gender, year level at school and language spoken at home on the attitude score were explored. A teachers' questionnaire examined the priorities given to classroom practices. Comparisons between students' preferences and classroom practice are presented. Results indicate that males had a less positive attitude to language than females, that there was an inconsistent pattern in the case of year level and that students who spoke a language other than English at home had a more positive attitude than those who did not. The relationship between attitude and achievement score was not as strong as expected (r=0.4). When comparing the students' preferences with teachers' teaching priorities, there were important differences.

Key words: attitude to foreign language, gender differences, language spoken at home, classroom practices

Australian Background

The release of the Federal Government's White Paper *Australia's Language: The Australian Language and Literacy Policy* (1991) at a national level has been complemented in all states and territories by policy statements advocating the expansion of teaching Languages Other Than English (LOTE)[1] during the compulsory years of schooling (up to age 16). Providing the opportunity to study another language is an important first step but only one step as to become proficient in another language requires several years of study. Therefore students need to *choose* to continue learning the language beyond the compulsory one or two years. The record for continuing to study a LOTE till year 12 (which is the final year of secondary education at age 18) is not encouraging, with 12% of Year 12 students electing to do so.

The expansion in the range and reach of LOTE programs is taking place at a time of reduced expenditure in education and follows years of neglect. In Australia, despite the variety of languages spoken in a multicultural society, the position of English as a world language acts as a disincentive to learning another language. In short, learning a LOTE has not until recently been seen as a priority in government policy.

The Australian Langu e Certificates were introduced in 1990 to promote, celebrate and encourage students to ntinue learning another language. In 1992, close to 32 000 students who have been learning a LOTE for approximately 100 hours register to participate in a program that offers seven languages: Chinese, French, German, Indonesian, Italian, Japanese and Modern Greek. Students undertake reading and listening tasks which are specifically developed each year for the program. Participation provides students with outside school recognition for language achievement on one of three levels for reading and listening separately.

[1] LOTE is an acroymn used instead of foreign language

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Attitude and Motivation

Considerable research has been undertaken to examine the role of the student's attitude and motivation to learn a LOTE. Motivation to learn a foreign language is a complex construct made up of several components such as attitude, desire to achieve, effort and motivational props such as experience of success or promise of rewards. Attitude to LOTE is not only the result of learning a language; it is also likely to be the effect of the student's level of achievement in LOTE. In the literature the debate in the seventies and eighties has been, whether as Sauvignon proposes, high achievers tend to develop positive attitudes as they continue with their learning, while low achievers become increasingly disenchanted. The position of achievement as the cause for motivation has also been proposed by Burstall (1975) and Hermann (1980). On the other hand for Gardner and Smythe (1981) a motivated student is one who wants to achieve a particular goal, is willing to put considerable effort to achieve the goal and finds satisfaction in the process of achieving the goal. Whether 12-15 year old high school students who are learning a language because it is compulsory could be so clear about their motives is debatable. Ramage (1990) found that high school students who were continuing with their study of French and Spanish were better motivated and had more favourable attitudes towards the language class than students who were discontinuing their language study.

The author thinks that in the Australian context, the students' decision to continue studying a LOTE may also be influenced by the extent to which learning a language is seen as important and worthwhile and this view of importance and worth is likely to depend on achievement as well as the standing that learning another language has in the community. Students who are not achieving well may rationalise the situation by devaluing the importance of LOTE. Rather than cause and effect it is likely that circularity is involved so that positive attitudes may provide higher results and higher results may provide more positive attitudes to LOTE. This process is renewed provided learning a language continues to be perceived as important and worthwhile.

Furthermore in Australia, learning another language is viewed as a "female" subject with twice as many females as males choosing to study a LOTE at the post-compulsory level. How could this difference in participation rates be explained? In a recent Australia-wide study (Zammit, 1992) undertaken for the Department of Employment, Education and Training among students aged 14-18, females reported a more positive attitude to LOTE than males. Males were more likely to find languages difficult, more difficult than Mathematics or Science and gave as the most common reason for discontinuing that they 'do not like learning LOTE.'

Purpose of the Study

The aim of the study was an attempt to answer some fundamental questions about beginning students' attitude and achievement in seven languages in Australian schools. The key questions were: What is the beginning students' attitude to learning a LOTE? How do these students evaluate their language experience? Is there an association, in the Australian context, between attitude to LOTE and achievement levels in listening and reading skills? To what extent does the home background influence the attitude to and achievement in LOTE? Do students at different grade levels have similar attitude scores to learning another language? What classroom practices are taking place? To what extent do they meet the students' priorities in speaking and writing?

Method

The Australian Language Certificates provided the opportunity to investigate the purpose outlined. Achievement levels were gauged from the Australian Language Certificate tests which were accompanied by a 12-item questionnaire.

Students' Questionnaire

In 1992, the students' questionnaire had two main purposes: an attitude scale and student preferences. The statements making up the attitude scale were interspersed among other statements concerning the students' learning preferences and to what extent these were being met by classroom practice.

The attitude statements were taken from an earlier study (Zammit, 1992) for which a comprehensive questionnaire had been developed. The questionnaire was too long and in some instances inappropriate to use with this younger group of students. A short selection was made taking into account the items which would be relevant to the study as well as appropriate for the students' year level and language experience. The 'attitude' items were: I do well in LOTE. I like the LOTE class. I want to study a LOTE till year 12. I think it is important to learn a LOTE. The LOTE lessons are interesting. The statement "I do well in LOTE." could be considered to be mainly a perception of achievement rather than attitude. However as attitude to learning a language seems partly, at least, to be he result of the learning experience as well as the student's achievement it was considered fundamental to include it.

Care was also taken to ensure that the language of the statements was simple and easy to understand for the majority of students who were in Years 8, 9 or 10 (ages 13-15). The statements had a Flesch Grade level 7 which is described as Fairly Easy readability index. The same questionnaire was used for each of the seven languages involved in the program. Students were presented with the statements with which they could *Strongly Agree, Agree, Disagree* and *Strongly Disagree*. Respondents were asked to indicate their choice by marking one box. The method of response was the same as for the reading and listening comprehension tasks. A copy of the Questionnaire is presented in Appendix 1.

Teachers' Questionnaire

The Teacher Questionnaire was completed by 1200 of the teachers whose students had completed the student questionnaire. They were teaching in 705 schools. The questionnaire had five main sections, only one, Classroom Practice will be examined here. The list of classroom activities is listed in Appendix 11. The section asked teachers what priority they had given to a series of classroom practices over the preceding two weeks. The items were scored 3 for high priority, 2 for equal priority to other activities, and 1 for low priority . If in the teacher's opinion the activity did not take place or was not applicable to their teaching the item was scored 0.

Students

Participation in the Certificates is voluntary and on a school basis. Students are usually in their second year of learning a language, a level when is it usually compulsory. Still participation is overall skewed in favour of females who outnumber males two to one. The two exceptions are in Chinese and Modern Greek where the gender breakdown is better balanced. Not all students who participated in The Australian Language Certificate completed all items of the questionnaire. Only those who completed all items of the attitude scale are included in the analyses. Thus the findings may not be generalizable or could be distorted. However it was considered important to include only those students who had indicated their preferences on all items of the attitude scale as the mean attitude score was a critical value used in various stages of the study. Eighty-five per cent of participants had completed all items on the attitude scale. The gender breakdown of students who completed all items of the attitude questionnaire is presented in Table 1.

Table 1 Number and percentage of students who completed all items of the 'attitude' questionnaire

	Chinese	French	German	Indonesian	Italian	Japanese	M. Greek	Total
Female	432	6 398	2 806	684	2 137	3 799	365	16 621
	51%	71%	70%	63%	70%	68%	56%	69%
Male	412	2630	1203	398	921	1769	284	7 617
	49%	29%	30%	37%	30%	32%	44%	31%

Teachers

Teaching of LOTE is dominated by females. The 1239 teachers who returned the questionnaire were teaching the students who had completed the student questionnaire. Of these 75% were females. Table 2 presents the numbers and percentage of teachers who returned the questionnaire with their first listed language. As teachers could be teaching more than one language, only the first listed language is presented in Table 2 to avoid double counting. The language taught or the gender of 296 teachers was unknown.

Table 2 Number and percentage of teachers who completed the questionnaire

	Chinese	French	German	Indonesian	Italian	Japanese	M. Greek	Total
Female	26	227	137	41	69	153	19	672
	74%	79%	78%	79%	80%	82%	68	79%
Male	9	61	37	11	17	34	9	178
	25%	21%	21%	21%	20%	18%	32	21%

Analyses

Attitude to Languages

The first stage of the analysis undertaken used the Interactive Test Analysis System: *Quest* developed by Adams & Khoo (1992) at The Australian Council for Education Research. This software uses Item Response Modelling techniques to estimate the difficulty of each item and to determine to what extent the items fit together to produce a common scale. This was done for each language separately and in each case the items fitted together to produce a common scale. The range of possible scores was 0 - 15. A high score indicated a positive attitude towards the learning of a language other than English.

A t-Test was used to examine the mean attitude scores for males and females in each of the seven languages. The results were significantly different ($p < .01$) in six of the seven languages. The exception was Modern Greek where the attitude mean score was the same. for both males and females. In the other six languages females had a higher mean attitude score and a smaller Standard Deviation. These results confirm the earlier findings in the Australian setting. (Zammit, 1992) Figure 1 presents the mean attitude scores for each language.

Year Level

Due to different language provisions, students participating in the Certificates could be in Grades 8, 9 or 10. The LOTE provisions depend on school decisions such as how much time is allocated to languages, at which level a language is first taught, for how long the language is compulsory and whether provisions are made in the school to teach a foreign language till Year 12.

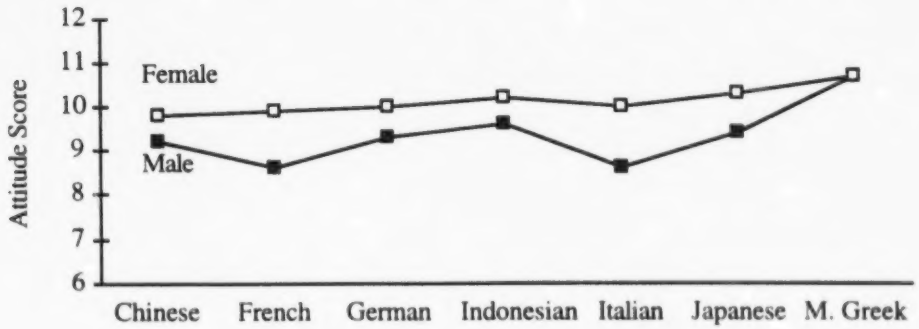

Figure 1: Mean attitude score for females and males

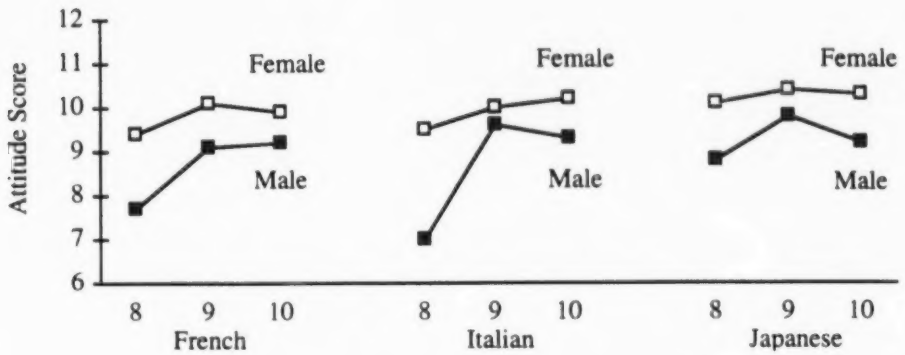

Figure 2a: Interaction of year levels and gender on attitude score

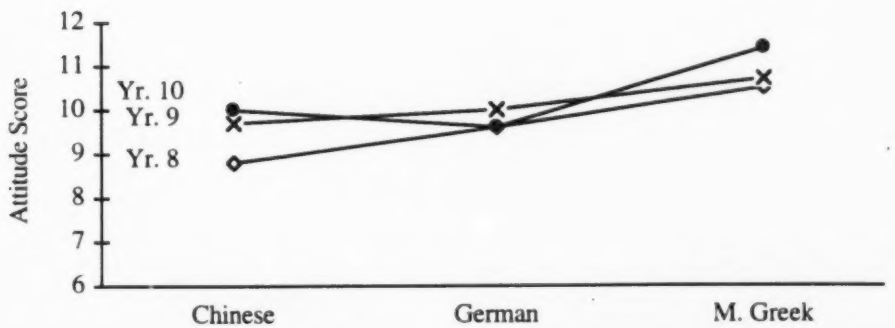

Figure 2b: Mean attitude score for different year levels

A two-way analysis of variance with Year level and Gender produced the following results: There was a two-way interaction between gender and year level in the case of French, Italian and Japanese (Figure 2a) while significant ($p<.05$) main effects for both gender and year level were found for students taking Chinese, German, and Modern Greek (Figure 2b). There was not a consistent pattern in the case of year level. For students of Chinese and Modern Greek, the more senior the year level, the higher the mean attitude score (Fig 2b). In the case of French, Italian (Fig 2a) and German (Fig 2b) there was a dip in the mean attitude at Year 10. However there was an overall pattern with females scoring a higher mean attitude score than males at each year level.

Language spoken at home

Another important personal variable for students in the Australian setting is whether a language other than English is spoken in the home. LOTE teachers are more likely to come from a background where another language is spoken (Nicholas et al, 1993) and students born in non-English speaking countries or whose parents were born in a non-English speaking country were better represented among students selecting to continue studying a LOTE at high school (Zammit, 1992). Of the 23 300 students who had completed all the attitude items on the questionnaire **and** whose language background was known, 3050 (13%) had reported that they spoke a language other than English at home. The languages that had a substantial percentage of students reporting that they spoke the language of the test at home were in Modern Greek, 62%, Chinese 13% and Italian 7%. In the other languages the percentage of students who spoke the language of the test was between one and two percent. There were also speakers of other languages. Thus 6% of students studying Japanese spoke a LOTE at home which did not include Japanese. A t-Test showed that the mean attitude score of those who spoke LOTE at home was significantly different ($p <.05$) than for those who spoke only English at home and with a smaller Standard Deviation. As can be seen in Figure 3, students who spoke another language at home (whether the same language of the test or another one) had a significantly more positive attitude score. The students who spoke Chinese, Italian or Modern Greek at home and were studying the language had the highest attitude mean score.

Attitude and achievement level

Do students with a higher attitude mean score also have a higher mean score in their reading and listening level? Are there any differences between males and females? Students participating in the Australian Language Certificates receive their results on one of three levels for both the reading and listening tasks. Level 1 is the easiest level with Level 3 the most challenging. The materials are selected after a trialing process in such a way as to provide a final form with a range of difficulties to cater for a wide range of abilities. Reading and Listening tasks are scored separately with approximately one third of students achieving each level.

Two two-way analyses of variance were prepared to investigate whether reading and listening levels were associated with attitude scores and gender. Figures 4a, 4b, 5a and 5b show where significant differences ($p<.05$) were found. Two-way interactions were significant in both Reading and Listening between attitude scores, gender and Reading or Listening level in French, Indonesian, Italian and Japanese. In Chinese and German there were significant main effects in both Reading and Listening Levels. The data for Modern Greek showed that there was interaction between gender and Year level in Reading but main effect in Listening Level. Gender differences are greatest at the lowest reading (RL1) or listening level (LL1), gradually decreasing with the higher mean attitude score and higher achievement levels.

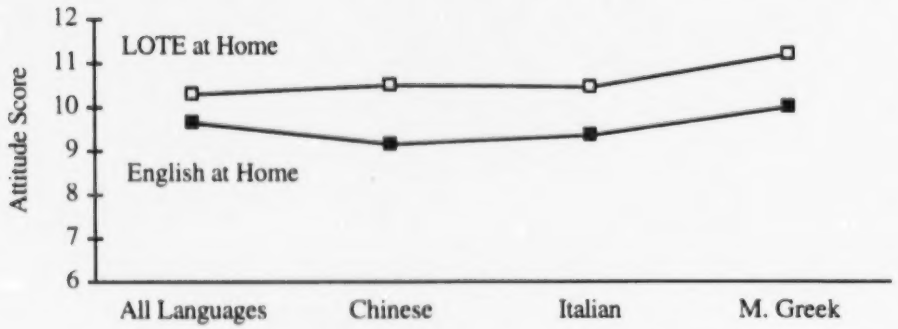

Figure 3: Mean attitude score for different home language groups.

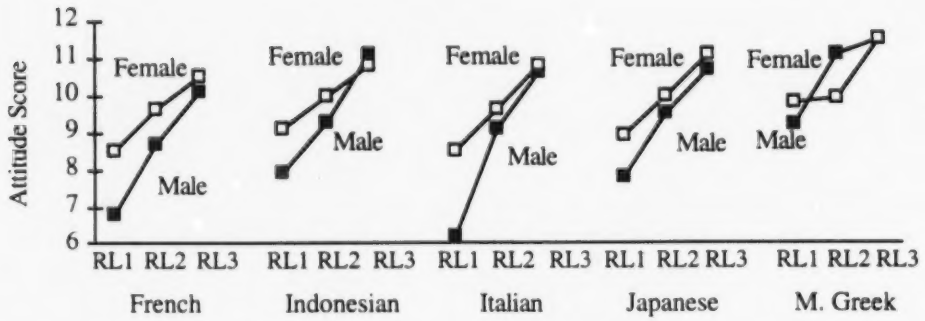

Figure 4a: Interaction of reading levels (RL) and gender on attitude score

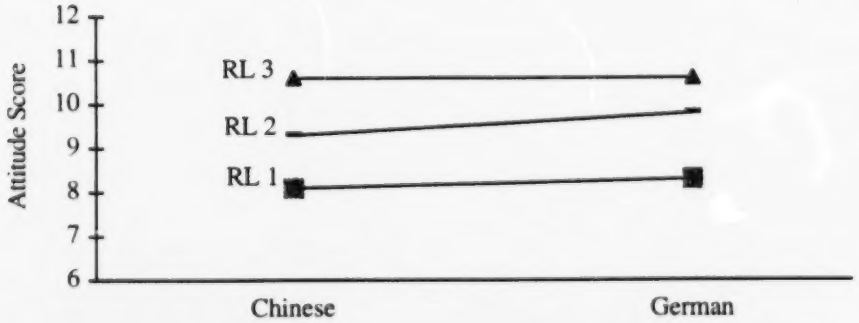

Figure 4b: Mean attitude score for different reading levels (RL)

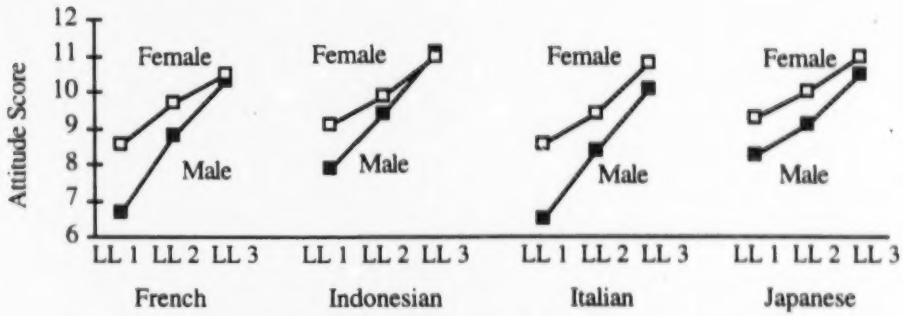

Figure 5a: Interaction of listening levels (LL) and gender on attitude score

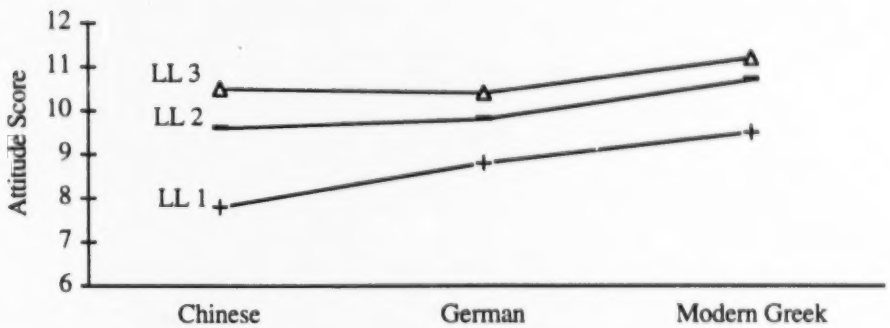

Figure 5b: Mean attitude score for different listening levels (LL)

Pearson product moment correlations were calculated to examine the association among attitude mean score, reading score and listening score (rather than level as reported in the analysis of variance). The correlation between reading and listening score was strongly positive ($r = 0.7$) in all languages except German ($r = 0.6$). The correlation between attitude score and reading or listening scores, though significant ($p < 0.5$) was weak in all instances ($r = 0.3$ to 0.4). High scores in Reading and Listening did not associate with high attitude scores. This low degree of association is not uncommon in the Australian context. Ainley and Sheret (1992) in a study of senior secondary schooling in New South Wales report that high achievement and favourable attitudes to school did not automatically go together in students (p. 76). Likewise a study by Rosier and Long (1991) which reported on the relationship between the attitude scales to science and science tests had fairly modest though statistically significant correlations ($r = 0.37$ to 0.25) (p. 102).

Correlations between items on attitude scale

As the correlations between attitude score and reading or listening levels proved to be weak, it was considered important to examine the correlations between the various statements that made up the attitude score. While it is true that it is easier to obtain higher correlations among the statements that make up a scale than between all items on the scale

and some other score such as a test score, the writer considered it important to find where the strongest associations lay in the attitude scale.

The key statement in the Student Questionnaire was 'I like the LOTE class.' There was a strong positive correlation (r = 0.7) between liking the LOTE class and 'The LOTE lessons are interesting.' . The strength of this correlation held for all languages and for males and females. The intention to continue studying a LOTE till Year 12 had a moderate positive correlation (r= 0.5 to 0.6) for all languages with ' I like the LOTE class.' This was encouraging as the desire to continue studying a LOTE was also moderately correlated (0.5 to 0.6) with 'I think it is important to study a LOTE' for students studying Chinese, Indonesian, Italian, Japanese. and males learning German. The correlation for students taking French was more pragmatic with a positive association between 'I think it is important to study a LOTE.' and 'The LOTE lessons are interesting.' (r = 0.6).

The statement 'I like the LOTE class.' refers to the students' affective reaction to the language learning situation. In the Attitude and Motivation Test Battery (Gardner and Smythe, 1981) the two affective targets are the evaluation of the teacher and of the language course. As the Student Questionnaire was administered by the LOTE teacher, it was considered ill-advised to ask students to evaluate their teachers who would be collecting the questionnaire. However, students could rate some aspects of the language course and assess how their preferences were being met in the classroom. Students were asked to report how they viewed speaking (I prefer speaking activities in the LOTE class.) and writing activities (I prefer writing activities in the LOTE class.) and to estimate to what extent their preferences were met in the classroom. (We do lots of speaking activities in the LOTE class. We do lots of writing activities in the LOTE class.). These statements were not presented together on the questionnaire so that students' choices should be seen as a question of degree rather than a choice between speaking and writing. On the whole two-thirds of students agreed or strongly agreed that they preferred speaking activities. Writing activities were slightly less popular particularly among males with on average half the students agreeing that they preferred writing. The strength of pattern of association between the two statements referring to speaking activities or the two statements dealing with writing activities though significant ($p<.01$) was very weak (r = 0.1 or below). Thus in the students' opinion their preferences were not being met in the classroom. Speaking activities in the classroom usually involve students working in a group situation. However there was no correlation between students preferring speaking activities and preferring to work in a group (r = 0.0).

The two final questions in the student's questionnaire were more wide ranging, one asking students to rate whether 'LOTE is only for clever students.' In this study, 80 per cent of students disagreed or strongly disagreed with the statement. In an earlier study (Zammit, 1992) more senior students had likewise disagreed with the same statement going on to strongly support the item that anyone who tries can learn a language. However the more senior students had also reported that learning a language was difficult more difficult than learning mathematics or science.

There was a moderate to weak positive correlation (0.4 to 0.5) between students assessing that they do well in LOTE with the statement that they are good at learning things by heart. Teachers also believed that learning things by heart was an important attribute of a good language student.

Classroom Practices

One section of the Teacher Questionnaire enabled teachers to rate their classroom practices. Respondents were asked to indicate the priority given to each of the listed activities in the previous two weeks using the range: high priority, equal priority to other activities, low priority, did not take place and not applicable. The examination of this section of the Teacher Questionnaire enabled, grosso modo, to examine the priorities and variety of classroom practices; examine whether there were differences in the priorities given by male and female teachers; and investigate whether these preferences were linked to the school's LOTE profile or to the language taught.

In examining cross-tabulations and chi-square statistics, it was clear that there were significant ($p>0.05$) differences between male and female teachers . Females were more likely to give high priority to conversation practice, pronunciation practice and pair or team work. Male teachers of French were more likely to report that games did not take place or were not applicable in their class. In German, female teachers were more likely to record that they gave priority to writing. There were no significant differences in the priorities given by male and female teachers of Japanese.

There were also other significant ($p>0.05$) differences. Those teaching in all male schools tended to give low priority to games and pair work. Teachers in schools where students did not have the opportunity to study a LOTE in their final year at school were more inclined to give priority to teaching songs but not to using visual aids in the classroom.

To provide a basis for comparison a Kruskal-Wallis test was used. This test is a non-parametric alternative to the one way analysis of variance. The Kruskal-Wallis test ranked the teachers' ratings in a single series providing chi-squares and significance for ties. Differences between male and female teacher's classroom practices were not examined as the number of male teachers in some languages was below 20. In comparing the priorities given by the teachers of the seven languages there were significant differences ($p<.05$)in six areas; writing activities, language games, songs, listening to/using audio cassette, learning about the culture of LOTE and reading for pleasure. The top five priorities in each language are presented in Table 3.

Table 3 Top five teaching priorities

	Chinese	French	German	Indonesian	Italian	Japanese	M. Greek
1	visual aids	listen to audio cassettes	read for pleasure	culture	songs	language games	culture
2	language games	read for pleasure	listen to audio cassettes	songs	writing activities	pair or team work	writing activities
3	pair or team work	pronunci-ation practice	reading comprehen-sion	language games	language games	writing activities	reading comprehen-sion
4	use of a computer	songs	conversa-tion practice	writing	computer	conversa-tion practice	songs
5	pronunci-ation practice	conversa-tion practice	pair or team work	use of a computer	listen to audio cassettes	culture	use of a computer

It is not clear why there are such differences among languages. The writer had hypothesised that writing activities would be given a high priority by teachers of both Chinese and Japanese. While this was true in the case of Japanese, writing activities were given a low priority by teachers of Chinese but high priority by teachers of Italian and Modern Greek. It was expected that learning about the culture would be critical for those teaching Asian languages. In fact it was only true of Indonesian, and Modern Greek. Teachers of French and German gave higher priority to listening to audio cassettes and reading for pleasure. To what extent these choices reflect teachers' considered judgements of what is important in teaching a language and to what extent these choices reflect the art of what is possible in the classroom is not clear. What is obvious is that in the decade of communicative competence, conversation practice does not rate among the top three activities (of 12 proposed activities) in any language even though two-thirds of their students preferred speaking activities in the LOTE class. It could be possible that teachers consider that language games are more appropriate at this beginners' level and substitute this for conversation practice.

Conclusions

Students' Attitude

Overall male students had a less positive attitude to learning a language other than English than females. This was true of this study as well as of an earlier study with older students. (Zammit, 1992). Among these beginning students there were important differences between the mean attitude score of male and female students and the score showed greater variability among males. The variability in the attitude score seems to translate into having more males among the discontinuing students. This is certainly true of the Australian situation where twice as many females as males are likely to be among continuing students.

Home Background

Exposure to another language in the home seemed to result in a better attitude and better retention rates. Students who spoke another language at home, even if it was different to the one they are studying had a more positive attitude than those who spoke English at home. This result suggested three questions: To what extent does the use of another language in the home make it easier to acknowledge the value of learning another language? What 'motivational' support do families who speak another language (not necessarily the one students are studying) provide that encourages learners to persist? Can families in English speaking homes become proficient at providing this support?

Year Level

The year level of the students had an interesting effect. Overall the mean attitude score rose steadily from Year 8 to Year 9 but then dipped for Year 10. However for the three languages with largest percentage of speakers of the language at home, Chinese, Modern Greek and females studying Italian there was a steady rise in mean attitude score from Year 8 to Year 10. The reasons behind the difference were not clear. Year 10 is the last year of compulsory schooling in Australia. It is the year when students select a more restricted number of subjects which they will be studying in their final two years of schooling. As only 12% choose to study a language at this senior level it may be that the attitude score drops if students have decided that they will discontinue studying a LOTE at the end of the year. Speakers of a LOTE at home are more likely to continue learning the language, hence a possible explanation for the difference in the case of Chinese, Modern Greek and Italian.

Attitude and Achievement

There was a strong positive correlation between reading and listening scores ($r=0.7$) but the correlation between attitude and reading or listening scores, though significant ($p<.05$) was weak for all languages ($r=0.4$ to 0.4). This was lower than expected and requires further investigation.

Student Preferences and Classroom Practice

The key statement in the Student Attitude Scale was 'I like the LOTE class.' which had a strong positive correlation ($r = 0.7$) with 'The LOTE lessons are interesting.' Maintaining student interest in the subject is a prime role for the teacher who meets this objective by providing a variety of appropriate activities and using a range of classroom practices. Students did not consider that their teachers were meeting their preferences for speaking and writing activities in the classroom. An examination of the classroom practices was further evidence that conversation practice was not in the top three in any language and in fourth or fifth position in three.

Learning a LOTE in Australia is different due to the cultural mix of the population, the distance and isolation from other countries and the desire of its young to integrate. The push by the Commonwealth and State governments is to encourage more than the present

12% of Australian students to study a LOTE up to the final year of schooling. While it is crucial to have a good policy document, it is likewise essential that the subject the policy is promoting to be judged important and worthwhile. Likewise the implementation in the classroom is critical. The implementation depends on qualified teachers who themselves have a good command of the language and are **prepared** to make use of a range of classroom practices to make their subject interesting and worthwhile to students. Only then can we hope to work successfully to implement the proposed expansion.

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Appendix 1

Student Questionnaire

We would like **YOUR** opinion about the Language Other Than English (LOTE) for which you are taking The Australian Language Certificates. Tell us if you **STRONGLY AGREE, AGREE, DISAGREE** or **STRONGLY DISAGREE** with the following statements. There are no right or wrong answers. Mark only one box for each statement.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I do well in LOTE. (Language Other Than English)	☐	☐	☐	☐
2	I prefer speaking activities in the LOTE class.	☐	☐	☐	☐
3	I like the LOTE class.	☐	☐	☐	☐
4	We do lots of writing activities in the LOTE class.	☐	☐	☐	☐
5	I prefer working in a group.	☐	☐	☐	☐
6	I want to study a LOTE till year 12.	☐	☐	☐	☐
7	We do lots of speaking activities in the LOTE class.	☐	☐	☐	☐
8	I think it is important to learn a LOTE.	☐	☐	☐	☐
9	I'm good at learning things by heart.	☐	☐	☐	☐
10	I prefer writing activities in the LOTE class.	☐	☐	☐	☐
11	The LOTE lessons are interesting.	☐	☐	☐	☐
12	LOTE is only for clever students.	☐	☐	☐	☐

Teacher Questionnaire

Classroom practice

What priority did you give the following activities in your language class over the last two weeks?

Use the following code for questions 45 to 57 to indicate what degree of priority you gave to each of the listed activities.

A	=	high priority
B	=	equal priority to other activities
C	=	low priority
D	=	did not take place
E	=	not applicable

45 conversation practice
46 writing activities
47 pronunciation practice

48	language games
49	songs
50	using visual aids (pictures, films, video, etc)
51	listening to/using audio cassettes
52	learning about the culture
53	pair or team work
54	reading comprehension exercises
55	use a computer
56	specific preparation for ALC (test)
57	reading for pleasure